DOCUMENT RESUME

ED 050 706 JC 710 141

TITLE	Guidelines for Off-Campus Courses.
INSTITUTION	Rio Hondo Junior Coll., Whittier, Calif.
PUB DATE	Sep 70
NOTE	8p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Educational Facilities, Educational Objectives, *Educational Opportunities, *Extension Education, *Junior Colleges, *Off Campus Facilities, *Program Development, School Community Relationship
IDENTIFIERS	*California

ABSTRACT

As a result of a need for extended-opportunity programs and services and a legislative mandate in California Senate Bill 164, off-campus programs were developed to extend educational programs to all sections of the community and to accommodate students in off-campus locations. Rio Hondo College (California) developed guidelines in the following areas: nature of programs, criteria and procedures for course selections, minimum class size, site selections, staff recruitment and assignment, staff supportive facilities, registration procedures, and evaluation of off-campus programs. A total of 233 students in off-campus classes responded to questionnaires administered by instructors. Ten recommendations are made. (CA)

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RIO HONDO COLLEGE
Whittier, California

GUIDELINES FOR OFF-CAMPUS COURSES

PREFACE

Mandates for extended educational programs and services into the community have been directed to Community Colleges from a variety of sources. The most notable is Senate Bill No. 164. This bill was assigned the status of "urgency statute necessary for the immediate preservation of public peace, health, or safety within the meaning of Article IV of the Constitution." 1.

The mission of the community college was re-affirmed in Section I, Article 4, which was added to the Education Code:

> "25524. It is the intent of the Legislature that the California Community Colleges recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit therefrom regardless of economic, social and educational status. It is the intent and purpose of the Legislature to encourage local community colleges to establish and develop programs directed to identifying those students affected by language, social and economic handicaps to establish and develop services, techniques, and activities directed to the recruitment of such students to and their retention in community colleges and to the stimulation of their interest in community colleges and to the stimulation of their interest in intellectual, educational and vocational attainment.
>
> The Legislature finds that the establishment and development of extended opportunity programs and services are essential to the conservation and development of the cultural, social, economic, intellectual and vocational resources of the state." 2.

In a series of staff meetings, President Walter Garcia articulated the urgency of extending the educational program into the community prior to the enactment of Senate Bill 164.

As a result of the President's recommendations, the Dean of the Evening Division scheduled a number of meetings with faculty representatives, unified district staff members, students, and community representatives to examine the proposal to extend the college campus into the community. 3.

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1. Section 3. Senate Bill 164
2. Article 4, Section 25524, Chapter 3, Division 18.3 of the Education Code.
3. Meeting Dates of the Educational Services Committee: January 24, 1969; February 17, 1969; February 26, 1969; March 11, 1969, March 18, 1969; May 12, 1969; October 3, 1969 (sub-committee)

Additional encouragement has been given to the concept of off-campus college courses by Department Chairmen who have made suggestions regarding suitable classes for various community locations.

The Faculty Association and Academic Senate have also supported proposals for off-campus classes.

OBJECTIVES

College courses at off-campus locations shall be offered in order to extend the educational program of the College to all sections of the community. A principal objective is the encouragement of students, who are not currently availing themselves of educational facilities on campus, to enroll in courses at locations generally within neighborhood intermediate school boundaries or community centers.

A secondary objective is to accomodate students in off-campus locations as facilities on campus are utilized to capacity.

NATURE OF PROGRAMS

The educational programs shall be consistent with the widely recognized and accepted objectives of the Community College: general, occupational, cultural-enrichment education. Transfer-credit courses, and terminal short-term courses will enable students to plan educational programs in relation to their personal and professional aspirations. Standards of instruction and course content will be consistent with classes offered on campus.

In cooperation with the teaching and administrative personnel of the two component high school districts, the five elementary school districts, and other recognized community groups or associations, programs for gifted high school students will be planned to provide enriching educational experiences for students through advanced placement (Education Code EC25503.5).

CRITERIA AND PROCEDURES FOR COURSE SELECTIONS

The following criteria and procedures shall apply in the selection of courses for off-campus locations:

1. College level courses which have been approved by the Board of Trustees will be offered in off-campus locations upon the recommendation of the President of the College and approval of the Board of Trustees.

2. Courses recommended shall be in response to community needs as identified by College staff personnel.

3. Community representatives and/or advisory councils shall be consulted to obtain their recommendations relative to projected off-campus classes.

4. Courses recommended by representative community groups or organizations shall be approved by appropriate department chairmen, the Administrative staff, and the Board of Trustees through the President's office, at least thirty days prior to scheduling.

MINIMUM CLASS SIZE

A minimum of eighteen students shall be enrolled in an off-campus class by the end of the second week of the course to assure continuance of the class. Exceptions to the above policies may be made by the President of the College.

SITE SELECTIONS

The locations of course offerings will generally be guided by the recommendations of college administrators and instructors. Recommendations of the five component elementary and two high school district superintendents, and other community leaders or representatives who request off-campus courses, will receive serious consideration.

Additionally, courses will be offered in the barrios and in community centers at sites recommended by College and community center staff members.

STAFF RECRUITMENT AND ASSIGNMENT

It is recommended that full-time instructors be recruited for assignments at off-campus locations. Priority of assignments shall be as follows:

Full-time faculty members
Third year full-time faculty members
Second year full-time faculty members
First year full-time faculty members
Part-time personnel (as recommended by the Vice President, Academic Affairs; Dean of the Evening Division; and Department Chairmen).

STAFF SUPPORTIVE FACILITIES

Personnel in the Educational Media Center will devote special effort to assist staff members assigned to off-campus classes. Student Assistants will be employed to facilitate the utilization of audio-visual aids in the instructional program.

With the instructors' cooperation, the Manager of the Campus Bookstore will assign personnel to sell books at the various sites.

REGISTRATION PROCEDURES

In order to assist students to more readily avail themselves of educational opportunities, instructors will register students in the classroom the first night of instruction. It will be the responsibility of the Dean of Admissions and Records, assisted by the Dean of the Evening Division, to orient instructors in registration procedures.

Student Body fees will be collected at the time of registration by aides or student assistants who will be employed to assist instructors with registration and/or other clerical details.

EVALUATION OF OFF-CAMPUS CLASSES

Evaluation of off-campus instruction shall be the responsibility of the Dean of the Evening Division under the immediate supervision of the Vice-President - Academic Affairs.

The off-campus program will be evaluated annually by the Administrative Council under the guidance of the College President.

JM:db
September 24, 1970

RIO HONDO COLLEGE
Evening Division

OFF-CAMPUS CLASSES

QUESTIONNAIRE

Summary and Conclusions

A total of 233 students in the off-campus classes responded to the questionnaire administered by instructors. The percentage of respondents is 67.7%. Since all students did not answer each question, totals in the various columns will fluctuate.

A. The median age of the off-campus student is 31.5, with a distribution of median ages for all classes ranging from 20, in the Great Religions class, to a median age of 42 for the Effective Written Communications class.

B. Only nine (9) high school students (4%) were enrolled in the off-campus classes. Since these classes were not initially designed for high school students, this result was predictable. In the event it becomes Board policy to serve high school students up to limits approximating the provisions of EC 25503.5 (15% of 11th and 12th grade students as part-time students), an essentially different format of courses would be recommended.

C. A surprisingly large number of students (59%) are taking courses in off-campus sites only. Forty-one percent (41%) are taking courses both on-campus and off-campus. While the great majority of students are taking only one course, it is interesting to observe that a significant number of students are enrolled in multiple courses off-campus.

D. While 46% stated that they enrolled in the classes because they were offered off-campus (#13), only 31% (#15) stated that they would not enroll in the classes if they were offered only on campus. With 28% reporting enrollment in off-campus classes because they were not able to attend classes on campus (#14), we can conclude that roughly one-third of the students in off-campus classes would normally not be enrolled in college classes if the opportunity for off-campus classes did not exist.

When we examine specific courses, this conclusion is more dramatic: In the South Whittier District, 80% enrolled in Children's Programs because it was offered off-campus (#13) -- and 80% indicated they are not able to attend classes on campus (#14). Seventy-five percent (75%) reported they would

not enroll if the course were offered only on campus (#15).

Only 24% of the students in the Topics of Biology class, however, indicated that they enrolled because it is offered off-campus. With interesting consistency, 25% reported that they were unable to attend classes on campus (#14). It should be noted that 85% would enroll if the class were offered only on campus (#15).

E. More than one-third of the respondents (37%) indicated that they would enroll in off-campus classes during the day, while 39% indicated they would attend classes on Saturday.

F. It is interesting to observe that 95%, practically all the respondents, indicated that they do plan to continue taking college-credit courses.

G. Twenty-five percent (25%) of the students reported that they would like to continue taking classes in off-campus sites. The majority of students (53%) reported that they would like to take classes both on campus and off-campus.

Recommendations

1. In the light of the interest of respondents in off-campus classes, it is recommended that the off-campus program be continued.

2. The off-campus program which was offered in response to specific requests of the two nursery school advisory groups should be expanded. Specific courses in the nursery school education program which will enable students to qualify under the new provisions of the State Department of Social Welfare for nursery school certification, should be offered in the South Whittier and East Whittier areas. These areas appear to have the greatest need and genuine interest for programs of this nature.

3. There is more than passing interest in off-campus classes during the day and on Saturdays. It is recommended that appropriate classes be offered during the late afternoon and on Saturdays.

4. The needs of specific instructors in off-campus sites for further assistance with visual aids might well be explored. The objective is to provide comparable resources and facilities for all instructors, irrespective of the site of the instructional program.

5. The involvement of a wider range of advisory groups should be studied. Courses which were offered during the Fall semester were essentially recommended by two nursery school advisory groups, school administrators and the elementary and high school districts. Department Chairmen approved the offerings. This base of participation should be widened.

6. Variations in responses among the various courses suggest that greater in-depth interviews might be conducted to more effectively plan courses geared to the needs of specific areas. For example, are the merits of some new courses so relevant that students would attend classes on campus irrespective of stated inability to attend classes on campus?

7. It is recommended that the schedule of off-campus classes be listed in the main schedule of evening session classes rather than on a separate schedule behind the fee schedule.

8. In accordance with recommendations in the guidelines, registration should be conducted by instructors at the various off-campus sites.

9. The nature and extent of off-campus courses should be formally conveyed to all clerical staff personnel and counselors concerned with registration procedures in order to inform this segment of the staff which has great strategic value in communicating the program to students.

10. Off-campus classes should be visited at least once during the semester by the Dean of the Evening Division, and, when desirable, by Department Chairmen, to foster coordination and articulation with on-campus classes.

RIO HONDO COLLEGE
Evening Division

OFF-CAMPUS CLASS

QUESTIONNAIRE

1. Off-Campus Class: _____ Location: _____

2. Name: _____

3. Address: _____ City: _____

4. Phone: _____ Age: _____ Sex: M _____ F _____

5. Occupation: _____

6. Employment status: (Number of hours per week) _____

7. Are you currently enrolled in high school? Yes ____ No ____

8. Number of college units you are currently taking: On Campus _____ Off-Campus _____

9. Number of college credits taken previously: _____ Where _____

10. Occupational objective: _____

11. How did you learn that classes were being offered off-campus? _____

_____

12. Reason for taking this class: _____

13. Have you enrolled in this class because it is offered off-campus? Yes ____ No ____

14. Have you enrolled in this class because you are not able to attend classes on-campus? Yes ____ No ____

15. Would you enroll in this class if it were offered only on-campus? Yes ____ No ____

16. Would you enroll in off-campus classes during the day? Yes ____ No ____

17. Would you enroll in off-campus classes on Saturdays? Yes ____ No ____

18. Do you plan to continue taking college-credit courses? Yes ____ No ____

19. If answer to above is "Yes" - On Campus _____ Off-Campus _____

20. If so, which classes do you think we should offer off-campus? _____

_____

Comments: _____

_____

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